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ABSTRACT

This report reviews the child care arenas in Canadian jurisdictions in particular, and in the jurisdictions of Sweden, United Kingdom and France as well. The report also provides a list of Canadian early childhood education programs that have lasted two years or longer. For each jurisdiction, the related legislation is outlined in order to provide a context within which to make comparisons to Ontario. All programs in jurisdictions where there are specific legislative requirements regarding staff qualifications, or where bonafide training programs are identified in legislation, are reviewed. In instances where there are no staff qualifications, or where the legislation does not recognize specific programs, only programs of two years' or longer duration are considered. Equivalency processes for individuals with foreign or alternative credentials are described. (RH)

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Description of Child Care Training Programs in Canadian and International Jurisdictions

October, 1990

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1.0 INTRODUCTION

This report is comprised of two sections. The first section reviews the child care arenas both in national and selected international jurisdictions. The jurisdictions reviewed include all provinces/territories in Canada, Sweden, Great Britain and France. Within each jurisdiction the legislation is outlined to provide a context within which to make comparisons to Ontario. Training programs for child care staff are then described. In jurisdictions where there are specific legislative requirements regarding staff qualifications, or where bonafide training programs are identified in legislation all these programs have been reviewed. In instances where there are no staff qualifications or where the legislation does not recognize specific programs, only programs that are of two years or greater duration are considered. Finally, equivalency processes that have been established for individuals with foreign or alternative credentials have been described where they exist. This report contains only a descriptive summary across issues and jurisdictions; the comparative analysis is contained in Section 3.0 of the Qualifications Study Report (Child Care Qualifications Review of Canadian and Selected International Jurisdictions, Ontario Ministry of Community and Social Services, 1990).

The second section comprises a list of training programs of two years or greater duration across Canada. The majority of programs were selected from programs that responded to two requests for information. However, an additional six programs were included that were provided by the AECEO and appeared to meet their requirements. For these programs, scanty information at best was available.

2.0 OTHER CANADIAN JURISDICTIONS

2.1 Prince Edward Island

Legislation

Child care in P.E.I. refers to the temporary care and supervision of a child, under the age of ten years. It is regulated by the Child Care Facilities Act (1987) and Regulations (1987) which are administered by the Department of Health and Social Services. Under the Act, however, a corporate body has been established - the Child Care Facilities Board (CCFB) - and it is charged with regulating licensed child care. That is, it is incumbent upon the CCFB to ensure that facilities provide child care that is safe, of good quality, and appropriate to the needs of children. The Act identifies two categories of facilities that may be licensed: Type I refers to Early Childhood Centres, Type II refers to day care homes, occasional centres, and school-age centres. (Note, as well that there is a range of informal child care services that are not covered by the Act.) Requirements for licensing are different for the two types of facilities. Of present concern is Type I licensing.

The CCFB consists of seven appointed members: one member from the Department of Health and Social Services, appointed by the Minster of Health and Social Services; one from the Department of Education, appointed by the Minister of Education; two members representing the Early Childhood Association, appointed by the Minister of Health and Social Services; two members of the public at large, appointed by the Minister of Health and Social Services; and one public officer appointed by the Minister of Health and Social Services, to be chairperson. It is the CCFB that licenses child care facilities that have met all standards (sometimes subject to terms and conditions set by the CCFB); issues certificates to qualified people; advises on standards for

facilities and minimum qualifications for certification; monitors the operation of facilities and ensures adherence to prescribed standards; and advises the Minster of Health and Social Services on regulatory issues in the field of early childhood development and child care. Thus, as part of its role the CCFB is responsible for both setting the qualifications for trained child care staff and for determining who meets the qualifications.

The qualifications for positions in licensed child care programs (Early Childhood Centres) are laid out specifically in the Act. Supervisors of early childhood centres must hold a valid supervisor's certificate. The Act stipulates that a supervisory certificate be issued by the CCFB to applicants who have: a University Degree, or equivalent award in Early Childhood Development or Child Study; a Diploma or equivalent award in an Early Childhood Program of at least two academic years and two additional years of experience; a Diploma or equivalent award in an Early Childhood program for at least one academic year plus three years of experience; a University Degree in a related field plus two extension units and one year of experience; a post secondary diploma or equivalent in a field related to child care or education, plus four extension units and three years of experience; or credit for 10 university semester courses in a field related to child care or education plus four extension units and five years of experience. "Equivalency" is defined in a following section.

Again, specified in the Act, a staff certificate is to be issued by the CCFB when the applicant holds one of the following credentials: a University Degree, or equivalent in Early Childhood Development or Child Study; a Diploma or equivalent in an Early Childhood Program of at least two academic years; a Diploma or equivalent in an Early Childhood Program of at least one academic year; a University Degree in a field related to child care or education

plus two extension units;[1] a post secondary diploma or equivalent in a field related to child care or education plus four extension units; a credit for ten university semester courses plus four extension units; It is specified in the Act that only one staff person must be qualified for each centre.

Both supervisors and staff who have been employed in a licensed facility at a time during the three years preceding the coming into force of these regulations require no training, but four extension units and three years of experience in the case of staff, and five years in the case of supervisors. This expires on Jan. 1, 1991. From a facility's perspective, if a qualified person cannot be found, the CCFB may permit a facility to continue to employ an unqualified individual and license the facility, providing that the said person begins to work within six months to acquire the necessary qualification.

Qualifications - Training Programs

As specified in the legislation, in order to be qualified as child care staff, one must either pursue an academic route (either University or college); or be granted equivalency by the CCFB. Within the province, one and two year diplomas in Early Childhood Development or Child Study are recognized as bonafide training programs, as are a variety of university programs, or combinations of diplomas/degrees in related areas and extension units. Despite the recognition of diverse training programs, P.E.I. currently offers only one, through Holland College. At the same time, however, one should bear in mind that only one staff person for each facility is required by law to be qualified.

Holland College's program, called Early Childhood Development, is

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[1] extension units are one semester university courses in early childhood development, a community college course or an equivalent course from an agency or institution approved by the Board, for the purpose of qualifying for certification.

of a two year duration including a practicum component. It culminates in an Early Childhood Educator Level 2 Diploma. It is competency based and includes lecture type courses, study groups, individual research, study and placements. Prerequisites to the program include completion of Grade 12. The practicum component consists of an initial one day per week placement in a licensed child care program, followed by a 10 week full-time placement, and in the second year half the student's time is spent at the child study centre located on-site. Content areas covered are communication, assessment and recording of children, program development and evaluation, special needs, administration, ethics, fundamentals of Early Childhood Education, child development, programming, health and nutrition, the family, guiding children's behaviour. See Table 2 for more detail.

Equivalency

If a person from outside the province applies for certification, the application must go to the CCFB for approval. If the training institution is recognized by the P.E.I. Department of Education then the person applying will be certified if they meet the requirements. The two courses that are considered essential requirements in order to be granted equivalency are Child Growth and Development and Methods of Teaching Preschoolers.

2.2 Newfoundland

Legislation

Child care, in Newfoundland, means the regular provision of services and activities to children of school and pre-school age during the full daytime period. According to the Day Care and Homemaker Services Act (1975) and Regulations (1982), the term child refers to those under the age of sixteen. The Act is administered by the Minister of Social Services (the Day Care and Homemaker Services Division).

Under the Act, a Board has been established, the Day Care and Homemaker Services Licensing Board (DCHSLB), that has several purposes. The DCHSLB, in many ways similar to the CCFB in PEI, makes decisions regarding: applications to open a day care centre, or to operate a homemaker services agency; applications to renew a licence to operate a day care centre or homemaker services agency; cancellation or suspension of a licence to operate a day care centre or a homemaker services agency; and certification of persons employed in day care centres and homemaker services who comply with the standards prescribed by the regulations. The DCHSLB consists of seven members appointed by the Lieutenant-Governor in Council: the Director of Day Care and Homemaker Services; the Director of Child Welfare appointed under the provisions of the Child Welfare Act; a representative of the Department of Rehabilitation and Recreation; a representative of the Department of Education; a representative of the Department of Health. The first two members serve as the chairperson and vice-chairperson of the Board, respectively.

According to the Act, the DCHSLB may issue a license to any person to operate a day care centre (or homemaker services agency) if the person is deemed fit to supervise, the conditions are sanitary and secure, the equipment is suitable, and the staff members are qualified. The DCHSLB has the authority under the Day Care and Homemaker Services Act, 1975 and Regulations, 1982, to determine the qualifications for trained child care staff.

Presently, the Group Supervisor is the only staff person who is required to be trained, although as a condition of being licensed, all staff are required to participate in training. Effective September 1, 1989, minimum requirements for the Supervisor include a 1 year Early Childhood Education Certificate; one year experience in a licensed child care setting; and a professional reference; or a 2 year Early Childhood Education Diploma; and a professional reference or a Degree or Diploma which includes a concentration in

Human Growth and Development with an emphasis on the relevant age of children in the program; psychology related to the behaviour of young children, children with special needs and personal development of children; curriculum development and implementation of program for the relevant age of children to be responsible for (e.g., arts, play); one year experience, and a professional reference.

Where the program applying for licensing can demonstrate to the Board that there is no applicant that meets qualification requirements, any other combination of training and experience may be accepted at the discretion of the DCHLB. This process appears to be comparable to Ontario's "Otherwise approved" process, however note that it is for supervisory staff and this person may be the only "qualified" person on staff. Where there are more than 25 children in attendance, two people on staff will be required to have these minimum requirements.

Qualifications - Training Programs

Training programs which are recognized as bonafide for training supervisors are those which are minimally one school year in length, offering a certificate in early childhood education and including a model demonstration lab setting as a component for practicum placement. In Newfoundland there are currently three institutions offering the one year program and two colleges offering a two year diploma in early childhood education. Some correspondence courses are accepted as long as they have been approved by the joint committee of the Departments of Education and Social Services. A practicum must be carried out for these certificates to be accepted. Information, is only available for two 2-year programs and one program of shorter duration.

Cabot and Fisher Institutes of Applied Arts and Technology offer identical two year programs, developed with the assistance of an external advisory committee. Early Childhood Education is

comprised of specialized ECE training (principles, development, programming, supervision plus creative activities, health and nutrition), field placements, and general education (i.e., communications, budgeting, psychology, and community planning). In total, over 1,600 hours are spent in class work. Upon completion of the program the student receives a Diploma of Applied Arts in Early Childhood Education. The program also entails 420 hours of field placement in two six week blocks. Admission to the programs requires a Provincial High School Graduation Certificate.

Early Childhood Training Centre

The Early Childhood Training Centre is a 45 week program, culminating in a Record of Achievement certificate. The program is divided into three semesters. Each semester comprises theoretical (classroom) and practical (field placement) components. A total of 28 courses are offered including Child Development, Nutrition, First Aid and various creative activities. Field placements are of 7-8 weeks duration each. Students also participate in an on-site Demonstration Day Care Centre where they are observed and evaluated by their instructors. There are no specific academic criteria for entrance.

The training programs are further detailed in Table 2.

Equivalency

An important point to note is that since the only qualifications stated in the legislation pertain to group supervisor, presumably, the information that was provided pertaining to the equivalency process is with respect to this group. Individuals' credentials from outside the province are assessed at the Day Care and Homemaker Division. Transcripts and course descriptions are examined although for what criteria is not specified. No formal equivalency process is set up, and "equivalency" usually applied only to those individuals with university level education without a major in early childhood education. Otherwise, diplomas from

recognized community colleges across Canada are automatically accepted. Regardless of whether the individual is from Newfoundland, the most desirable training is in early childhood education. A process of certification is slated to be developed in the next two years to establish classification levels for all child care staff and a procedure to identify the training that individuals must have to meet various needs. This process will address the recognition of individuals from outside the province (Randall, 1989).

2.3 New Brunswick

Legislation

Regulation 83-85 under the Family Services Act provides the Minister of Health and Community Services with the authority to prescribe qualifications for staff members. However, at present there are no specific training requirements, beyond first aid. Effective June 1989 an Office of Childhood Services was established under the Department of Health and Community Services. Staff training/qualifications have been identified as one priority to be addressed by this office.

Qualifications - Training programs

Training programs are offered under the Department of Advanced Education and Training within the community college system, however none of these programs is of a two year or longer duration.

The Universite de Moncton does offer a 4 year B.Ed. in French, in early childhood teaching. It includes several placements in a variety of settings. Content areas specifically related to Early Childhood Education include, special needs, introduction to education, oral and written language, music/art, language development, program planning and evaluation, methods, child development, communication, guiding behaviour. As well, there are

a number of optional course to choose from. In addition, there are two placements, although the length of time is not specified.

Equivalency

There are no formalized equivalency processes for the recognition of alternative types of programs, nor for credentials outside New Brunswick since there are no training requirements.

2.4 Saskatchewan

Legislation

In Saskatchewan day care refers to the age range from 6 weeks to 12 years, however, training requirements are only for day care centres that deal with 18 months to 12 years (personal communication, Truemner, Sept. 20, 1989). Qualifications of child care staff, up to this year, were determined under the auspices of the Department of Social Services, under the Child Care Regulations. Regulations were mandated under the Family Services Act. The Child Care Act has been passed and is waiting to be proclaimed. Once it is proclaimed training regulations will come under the Act. At present, there are no standards explicitly stated in the legislation, with respect to staff qualifications. There are requirements in the previous legislation, under The Child Care Regulations, that are employed (Tara Truemner, Sept. 20, 1989). Requirements include some training in Early Childhood Development and Programming.

Qualifications - Training Programs

According to the legislation, in order to be considered as qualified staff one only requires some training in Early Child Development and Programming. The Early Childhood training may have been taken in a nursing program or a University class. Only one course is required (42 hours) covering Early Childhood Development and programming. No practicum is necessary. Alternatively, an

individual may apply for exemption. This route will be discussed with respect to equivalency. Despite the absence of strict criteria for qualification, Saskatchewan does offer two training programs. The Saskatchewan Institute of Applied Science and Technology: Kelsey offers an Early Childhood Development Programs at each of its campuses, both resulting in a diploma in Early Childhood Development

The Kelsey campus offers a 76 week program. It requires a Grade 12 education for admission. It includes four practica, totalling approximately 1000 hours. Content areas covered in courses are: psychology, sociology, child development, health/safety/nutrition, communication, programming, guide and care of children, music/literature/recreation skills, assessment, community planning, group care for infants, school age child care, family studies, administration, special needs, behaviour management. In total, approximately 1,200 hours are spent in theoretical classwork.

The Woodland Campus program is competency based. There is an open admission policy, thus Grade 12 education is recommended but not required. The program is of approximately 80 weeks duration, but inevitably depends on the pace with which the student works. The content areas of which the graduate is supposed to be knowledgeable correspond to those taught traditionally at Kelsey Campus.

Equivalency

Based on the Child Care Regulation under the old Act, people from out of province/country could apply for "exemption" which is the same as "equivalence" in Ontario. If an exemption is not granted, the easiest route for an individual is to follow the "qualification" procedure as .... the standard course, called Introduction to Child Care, through the Institute System (colleges and technical institutes).

When a person is entering employment, the employer applies for

exemption on his/her behalf. The individual must provide a list of his/her educational background and a copy of his/her transcript. The Department looks to see whether the education has been in an accredited program and whether it has a childhood component. This is the only requirement, so that an individual with a Bachelor's Degree, majoring in Psychology with a developmental course could possibly be granted equivalency, as might an individual with a Nursing degree. Of course, since the qualification process is quite easy, equivalency is not a real issue.

2.5 Manitoba

Legislation

In Manitoba child care is regulated by The Community Day Care Standards Act and Manitoba Regulations (1986). Responsibility for child care is shared between the Ministries of Education and Community Services. Whereas Manitoba Education has defined training curriculum, community services classifies graduates. Child care typically denotes the provision of care for children from the age of 12 weeks to 12 years, but the Director of Child Day Care Services can make exceptions and approve the admission of a child less than 12 weeks old. Under the Act child care is offered in a variety of models: day care centres; day care homes; private home day care; school-age day care centres; work-site day care centres. Consistent with the other provinces, what is of present concern is day care centres.

The Act lays out specific standards with respect to staff qualifications. The Director of a day care centre, unless otherwise approved by the Director, must be designated as a Child Care Worker III (CCWIII) and, in addition, have one year's relevant working experience. For the rest of the staff, one third must be designated as Child Care Worker II (CCWII) or III. (The same holds true for part time day care centres, except that the Director

may have a CCWII.) The levels of designation CCWI, II and III will be discussed with respect to qualifications. As in Ontario, regulations permit an otherwise approved process (waiver of educational requirements) if it can be demonstrated that no trained candidates are available.

Qualifications - Training Programs

According to the Legislation, in order to be considered qualified staff one must be designated as CCWII or III. However, these designations may be based on a number of methods. Qualifications for trained staff in Manitoba are determined by a special body housed within the Department of Education, the Branch that regulates Post Secondary Education. It is an accreditation committee called the Child Care Education Program Approval Committee (CCEPAC). It is chaired by a Senior Consultant, a representative from the University system, a representative from the community college system; a representative from the Day Care Office which does the licensing, and a representative from the Professional Association of Day Care Workers. The authority of this body is final. Programs entitled to graduate individuals at the CCWII or III levels must be approved by CCEPAC. Graduates of approved programs are eligible for classification by Manitoba Community Services according to the provisions of the Community Child Day Care Standards Act. Thus, Manitoba Education has defined the competencies of CCWs, developed its curriculum accordingly, and approves the training programs, while Manitoba Community Services is responsible for the classification of workers.

The classification procedure in Manitoba is based on formal education and measures of knowledge and skill through a competency based assessment. The classification scheme is as follows. If an individual has completed Grade 12 s/he is classified at the CCW I level (no specific early childhood training is necessary). However, one can also be classified at this level if one has a General Equivalency Diploma or at least one college or university

course in child care. One can be classified at the CCW II level (since Oct. 31, 1988) if one of the following situations is met: completion of a program approved by CCEPAC (Red River Community College dated later than June 1989; Assiniboine Community College dated June 1990, 1991, 1992); or a Competency Based Assessment, if one is perceived as functioning effectively; or completion of an equivalent program (a two year diploma from an accredited program in Canada). CCWIII classification can only be attained through formal education. There are two manners in which one can acquire this classification: by completing a child care education program approved by CCEPAC, or by completing the post-diploma program, Certificate in Day Care Management, offered by the Continuing Education Division of the University of Manitoba, plus classification at the CCWII level.

Bonafide training programs include community college programs in Day Care (4); and the Universities of Manitoba and Winnipeg's BA in Developmental Psychology and BA in Human Ecology with speciality in family studies. Note that the Faculty of Education at the University of Manitoba offers a specialization in Early Childhood, and University of Winnipeg, and Brandon University also have Education faculties, but these are not approved by CCEPAC for CCWII or III.

Details on training programs, for which information was available, are provided below.

University of Manitoba offers both a 4 year Bachelor of Human Ecology in Family Studies and a Master of Science in Family Studies, with a concentration in early childhood (course length unknown). It is not clear whether the Bachelor program involves a practicum component however the program is recognized by the CCEPAC. Content areas that appear to be most relevant to early childhood education include: psychology, sociology, nutrition, human development, family studies, research methods, communication.

Since the Master of Science program is not recognized it will not be detailed.

College Universitaire de Saint Boniface also conforms to provincial standards and offers a 2 year program, combining theory and practice. The Child Care Diploma program covers safety/health /nutrition, planning, child development (physical, intellectual, social, emotional), special needs, family relations, professional ethics, community liaison, setting up a centre, foundation of Early Childhood Education, communications. As well, there are 5 placement periods, totalling 15 weeks. The program, offered in French, culminates in a "Diplome d'Animation en Garderie (Diploma in Child Care). Admission requirements are either grade 12 or equivalent, or mature student status.

Assiniboine Community College, Keewatin Community College, Red River Community College all offer 2 year programs called, Child Care Services, that result in a Diploma in Child Care Services. Assiniboine Community College and Red River College require a Grade 12 education or equivalent for admission. It demands the completion of 6 practica, totalling approximately 507 hours. Course content areas covered are: foundations of Early Childhood Education, child development, guiding children's behaviour, health/nutrition/safety, behaviour development, observation and assessment, literature/music/social studies/art, planning, child abuse, communication, family studies, techniques, multicultural issues, setting up, community liaison, special needs.

Keewatin Community College is a two year competency based training program. Entrance requirements entail either having a Grade 12 education or the equivalent, or mature student status. Similar to Assiniboine there are 6 practica spread throughout the two years. It is not clear, however, whether the program results in a diploma. Content areas covered are essentially the same as those listed above for Assiniboine.

Equivalency

People from out of province who seek equivalency must apply to the Day Care Department. The Day Care Department sends transcripts and diplomas to three places: to the University of Manitoba admissions, to the chairperson at the Community College, to the Director of the Teacher Certification Branch within the Government. These three places consider how the candidate compares in terms of local degrees and diplomas. The University of Manitoba looks at the equivalency of the Institution as a whole, based on international standards, and of the program and in terms of the number of hours in particular curriculum areas. This allows a variety of degrees to be considered (e.g., Bachelor of Education, Bachelor of Social Work, Bachelor of Physical Education with a speciality in special needs; a Bachelor in Psychology with a speciality in development.) There is also an "other approved" whereby an individual who has had diverse experience is matched up with a chart, in terms of hours in specific areas, whether s/he has had a developmental course, etc.

2.6 Alberta

Legislation

Child care in Alberta under the responsibility of the Ministry of Social Services is addressed by the Social Care Facilities Licensing Act (1980) and the Day Care Regulation (1981). There are no formal requirements with respect to staff qualifications. By the end of this year, it is hoped that there will be some kind of requirements in place. Day Care Regulations specify only that staff must have first aid training.

Qualifications

Listed below are training programs of two years or more that are offered in Alberta.

Grant MacEwan offers 2 two year programs: one in early childhood Development and one for the training of Child Care Workers. The Early Childhood Development program is more relevant and contains both practica (4) and 675 hours of theory. Entrance requirements are high school graduation or mature student status. Basic content areas include foundations of early childhood; special needs; family studies; communications, child development; arts; science. The program leads to a Diploma in Early Childhood Development. Note, one can take an additional year and get a diploma in Early Childhood Administration.

Red Deer also offers a two year Early Childhood Development program, leading to a Diploma in Early Childhood development. The first year of the program leads to a Certificate. To be eligible for the program, one must have completed high school or have mature student status. Entrance requirements to the diploma program involve having completed the first year certificate program at Red Deer or an equivalent institution. Content areas for the entire two years focus on child development, interpersonal relations, communication, special needs, family studies, and skills (e.g., arts, music, drama, storytelling, language arts). In addition, there are four placement periods for a total of 90 weeks. No details are provided regarding types of settings or age of children.

Grand Prairie Regional College also offers a two year Early Childhood Development program, of which almost half is made up of practica. Admission is contingent on having completed high school or alternately having mature student status. Content areas covered include child development, health/nutrition/safety, programming (including infants), family relations, special needs, foundations of ECE. As well, there are four practica of an unspecified number of hours. The result is a Diploma in Early Childhood Development.

Mount Royal College, Calgary's community college offers a two year Early Childhood Education and Development program, combining theory and field placements. Entrance to the program requires either a high school diploma or being older than 18. Prior to acceptance in the program applicants are required to spend a full work week either employed or as a volunteer in a preschool setting. Content areas covered include the history of Early Childhood Education, programming and planning methods, child development (including infants, play), psychology, sociology, the family, group care and the education of infants and toddlers, health/nutrition, special needs. In terms of field placement time, it is a minimum of 600 hours. The Diploma at completion is in Early Childhood Education and Development.

Equivalency

There is no equivalency process in Alberta, as one might expect, since there are no formal requirements with respect to staff qualifications.

2.7 Yukon

Legislation

In the Yukon, child care is addressed under the Day Care Act, c.40 and the Day Care Centre Regulations (1986) and Family Day Home Regulations (1986). According to the legislation, child care only refers to the provision of care for children under 6 years. It may be delivered in a family day home or a day care centre, but only this latter model is of current concern.

In the Yukon, the only requirement needed to work in day care is a first aid certificate. The day care centres decide themselves whom they want to hire.

Qualifications - Training Programs

Although there are no formal requirements for child care staff in the Yukon, Yukon college does offer a program in Early Childhood Development, leading to a Diploma in Early Childhood Development. The college is affiliated with Grant MacEwan College in Alberta, and offers a combination of lecture and placement. Admission to the program is dependent on either having mature student status, having grade 12 or the equivalent. Applicants are also interviewed. Refer to Alberta's Grant MacEwan Community College for details about course content.

Equivalency

Since there are no formal requirements to work in child care in the Yukon, an equivalency process is not in place.

2.8 North West Territories

Legislation

Child care in the Northwest Territories is addressed under the Child Day Care Act (1987) and the Child Day Care Standards Regulations. In The North West Territories, as in the Yukon, individual centres decide whom they want to hire as child care staff. The only involvement by the Department of Social Services is in security checks. There is no territorial legislation requiring training of staff.

Qualifications - Training Programs

There is only one post secondary institution that has even begun to teach Early Childhood Education in NWT.

Arctic College offers a two year program, called Early Childhood Education, that meets all the requirements of the Northwest Territory Child Care Act. It combines theory with practice. Content areas include child development, health, safety, nutrition, methods, communication, language/literature/storytelling,

foundations of Early Childhood Education, administration psychology, art/music, special needs, sociology. In addition, there are four field placements, although the length of time in each is not specified. Completion of the program leads to a Diploma in Early Childhood Education. Entrance requirements to the program include a high school diploma, or mature student status. There is, as well, a one year program leading to a certificate in Early Childhood Education.

Equivalency

As in the Yukon, no equivalency process is in place.

2.9 British Columbia

Legislation

In British Columbia the legislation pertaining to child care is the Community Care Facility Act (1988) and Child Care Regulations (1989). It refers to care for children from under 36 months to school-age, although no clarification about school-age is provided. The responsibility for child care is shared between the Ministry of Social Services and Housing and the Ministry of Health. The Ministry of Social Services and Housing participates in day care services through a parental subsidy program, special needs day care programs, day care grants program, and day care support programs. The Ministry of Health is responsible for administering the Act and Regulations. It is involved in licensing day care centres and in registering early childhood educators. More specifically, the responsibility for registering early childhood educators, called preschool supervisors in British Columbia, is the responsibility of the Provincial Child Care Facilities Licensing Board (PCCFLB), which is under the responsibility of the Ministry of Health. This Board was established by the Ministry of Health, but it includes representatives of the Ministry of Health (3), the Ministry of Social Services and Housing (3) and the Ministry of Education (2).

Models of child care include community care facilities; group day care; family day care; out of school care; emergency care; and child minding. Group day care, of present concern, is divided into several categories: under 36 months; 30 months to school-age; preschools; and special needs day care - each of which has different qualifications.

The legislation states specifically that applicants for a certificate to act as an early childhood educator must complete a basic training program or the equivalent, and have 500 hours of supervised work experience. Upon completion of a training program they will have the credential that particular institution offers, however, they will not automatically be granted the "PCCFLB certificate". Presumably, once granted the basic PCCFLB certificate, these individuals would be "qualified" staff in a group day care centre for children of 30 months to school-age and for preschools, although this is not spelled out clearly.

There are two other more advanced certificates available in British Columbia. Presumably, the PCCFLB Registered Under Three Preschool Supervisor must have completed post basic training in the specialized area of Early Childhood Education Under Three Training. It is assumed that this certification would entitle them to be "qualified" staff in a group day care centre for children under 36 months. The PCCFLB Registered Special Needs Preschool Supervisor must have completed post basic training in the specialized area of Early Childhood Education Special Needs Training. This training is presumably the qualification for staff in group day care centres for special needs.

Qualifications

There are a number of colleges and universities in British Columbia that are recognized as appropriate training to work as qualified child care staff within British Columbia.

North Island, Okanagan, Camosun, Fraser Valley, Northwest Community College, Douglas College, College of New Caledonia, Capilano, Northern Lights* Kwantlen*, East Kootenay*, Selkirk*, Malespina* all offer programs called Early Childhood Education (At Malespina it is called Early Childhood Education and Care.) The programs at these community colleges all conform to the standards set by the Provincial Child Care Facilities Licensing Board, and are all 10 months for an ECE certificate at the Basic level, or a Diploma in Early Childhood Education, or a provincially recognized ECE Specialization Certificate (infant/toddlers, Special Needs, program administration) after an additional ten months. The programs marked by an asterisk do not offer Level II/Post Basic programs.

All these programs are based on a provincial curriculum developed by the Ministry of Education and constitute the minimum standard for educating adults to work with young children. These programs, coupled with an additional 500 hours of experience, entitle one to become certified by the PCCFLB as an Early Childhood Educator after ten months and as an "Under Three Supervisor" or "Special Needs Supervisor" after the additional ten months. Generally, these programs all require high school education for admission (with the exceptions of Douglas College and East Kootenay). They all appear to have between three and four practica, although details are not available about the ages of the children encountered on these placements nor about the settings. Placement hours appear to vary between 315 and 720 for the Level I certificate. Further, in the Level I program, compulsory course hours were estimated to vary between 470 and 880 hours, in total.

Generally, content areas included in these programs includes: child growth and development; guiding and caring for children, programming, working with children; interpersonal skills to work with parents, teachers, and community; communications, health/nutrition, foundations/history in Early Childhood Education, first aid, demonstration/observation.

Post basic training involves a focus on courses in the individual's area of concentration: special needs or infant/toddlers.

One program, slightly different than the others is available at Northwest Baptist Theological College. It offers a one year Preschool Instructors Training Program that prepares students to become B.C. government approved day care supervisors (with an additional 500 hours of preschool work). One obtains a Preschool instructor's certificate. The courses equip the students with the competencies required by the Board. After the completion of 2 years there is an Associate of Religious Education which includes the Preschool Instructor's Certificate and Religious Education. After four years a Bachelor's of Religious Education is available.

A second program has been proposed: the Early Childhood Education Program. It is not clear at this point whether it has, in fact been implemented to date. It too is based on the competencies developed by the Ministry of Education. Upon completion of an additional 500 hours of work experience, graduates are eligible to receive an Early Childhood Educator Certificate which enables them to supervise a nursery school or day care centre for 3 - 5 year olds.

University College offers a Montessori Early Education program. It is recognized by the British Columbia Government, and leads to a Diploma in Early Childhood Education and Montessori Method or, if one already holds a Bachelor Degree, a Licentiate. This program actually offers more than do the community colleges, in that it includes an extra semester and offers a diploma instead of the 10 month certificate. The curriculum includes child growth and development, interpersonal relationships, health/nutrition/safety, program planning, ECE foundations, practica, and specific Montessori course.

Admission to the University of Victoria's School of Child Care program is reserved for those with 12 units of university credits, with courses in Psychology and English (3 units of each), and with a GPA of 3.00. The School of Child Care targets those already in the child care system. Courses are matched up to specifically address the PCCFLB's requirements. The program leads to a BA in Child in Youth Care and includes both core and elective courses. The content of core courses that compose the 4 year program are: an overview of child and youth care, theories related to children's/youths' behaviour, techniques of child management, communication and facilitation change, assessment and intervention, developmental psychology, writing and research, art/music/math/science/social studies, programming, foundations of ECE, psychology. Core courses amount approximately to 820 hours, and the practicum component comprises 234 hours.

Equivalency

The equivalency process in British Columbia is typically administered by the Community Child Care Licensing Branch, Ministry of Health. Specifically, applicants who have received their training in ECE or a related discipline (e.g., B.A. in Child Psychology, degree in education, etc.) within the last ten years are reviewed for equivalency by the Ministry of Health. The B.C. Ministry of Health has pre-approved some ECE programs in other jurisdictions. Applicants who have successfully completed one of these programs are granted equivalency - that is, the program is the focus of the evaluation. If an applicant has completed his/her training in an ECE program not previously reviewed by the Ministry of Health or in a "related discipline," the applicant is requested to submit course outlines and transcripts for an evaluation of equivalency. The concern of this evaluation is the course content and the length of training for each course.

In instances in which an applicant has completed training over ten years prior to applying for equivalency, the equivalency review is

referred to an ECE training institute. The applicant can have input into the relevant institute to undertake the review.

The current equivalency process has been in place since 1970. At present the process is under review. The main issue of the review is whether the equivalency evaluation should be transferred from the Ministry of Health to the Professional Association of Early Childhood Educators, British Columbia.

2.10 Quebec

Legislation

L'Office des Services de Garde a l'Enfance sets staff qualifications. The Bureau, as it is referred to, is granted this power by l'Article 73 of the Loi sur les services de garde a l'enfance. Administratively, the Bureau is under the responsibility of the Minister delegated to the status of women, but it reports to the Ministre des affaires sociales (Minister of Health and Social Services)??. It is a semi-autonomous body, unique in Canadian child care. It sets standards and regulations and is appointed by the provincial government. At present, the law requires specific training only of staff in day care centres (garderies). The actual piece of legislation is le Reglement sur les services de garde en garderies (Regulation Respecting Day Care Centres), in place since Oct. 19, 1983.

Article 9 of the Reglement stipulates that one third of the staff must have: either a D.E.C. en techniques d'education en service de garde (Diploma in child care methods) or a related area, or a Certificate en techniques d'educations en service de garde, or a university degree in preschool education/ preschool-primary education/ psychology with a specialization in child development/early childhood education/ child study, or something else deemed appropriate. Alternatively, the individual must have

at least three years experience working with groups of preschool children in a day care setting, or relevant working experience at a facility and an attestation of college studies in day care science (techniques de garderies), or a certificate universitaire specializing in infants or day care sciences.

A variety of combinations of credentials and experience are recognized, all of which are specified in the legislation itself. By virtue of Article 10 of the Reglement, all staff must have completed a first aid course, and have it updated every three years.

Qualifications - Training Programs

Qualifications in Quebec can be obtained by a variety of methods. In addition to any equivalency process, one can pursue a university education, a diploma or certificate from a CEGEP, or combinations of work and education as means toward qualification. Institutions offering the academic credentials, all of which are acceptable in Quebec, are outlined below.

All of the province's CEGEPs offer a 3 year program denoted Techniques d'Education en Service de Garde (Early Childhood Education), leading to a Diplome d'Etudes Collegials (DEC) en Technique à education en service de garde (Diploma of Collegial Studies with a specialization in Early Childhood Care/Education). Some of the programs also offer a shorter program (two years) leading to a Certificate d'Etude Collegiale. The shorter program comprises two years of specialization in child care, but does not include the one year of general study included in the 3 year DEC. The curriculum is standard across all the colleges, and is set by a branch of the Ministere de l'Enseignement superieur et de la Science (The Ministry of Higher Education of Quebec), the Direction generale de l'enseignement collegial. They all require successful completion of high school for admission. The program combines field placements and theory. The Quebec government

considers it equivalent to the OCAAT Diploma.

The unique aspect of CEGEP programs in Quebec is that they offer a concentration in ECE, as well as a general education including courses in English Literature, Humanities, Philosophy, Physical Education, and complementary courses. General content areas specifically reflective of the ECE component include: foundations of child care and the system in Quebec (history), child development (from infant to school age), integration of the child into the centre, observation and reporting, health, nutrition, community planning, programming, family studies, and music and art with the child. The list of CEGEP's adhering to the same curriculum are listed below. Those institutions followed by an "E" are offered in English, otherwise they are offered in French.

Quebec CEGEPS

cegep Abitibi-Temiscamingue
cegep de Baie-Comeau
Champlain Regional College (E)
(campus Lennoxville)
cegep Edouard-Montpetit
cegep de la Gaspesie et des Iles
cegep de Granby
cegep Heritage (E)
cegep de Joliette-de Lanaudiere
cegep de Jonquiere
cegep de La Pocatiere
cegep de Matane
cegep de l'Outaouais
cegep de la Region de l'Amiante
cegep de Rimouski
cegep de Riviere-du-Loup
cegep de Saint-Felicien
cegep de Sainte-Foy
cegep de Saint-Hyacinthe
cegep Saint-Jean-sur-Richelieu
cegep de Saint-Jerome
cegep de Sept-Iles
cegep de Shawinigan
cegep de Sherbrooke
cegep de Sorel-Tracy
cegep de Trois-Rivieres
cegep de Valleyfield
Vanier College (E)
cegep du Vieux-Montreal
college Marie-Victorin

Note that CEGEP Heritage, because of its proximity to Ontario, includes a review of the laws and regulations of the Day Nurseries Act as well as a discussion of the "New Directions" policies in Ontario, in its curriculum. As well, fieldwork (of at least 500 total hours) is done primarily in Ontario.

The Universite de Laval also offers a part time course for preschool education (with preschool referring to garderies and maternelles). This program, as well, is three years in duration and is also a mix of practica and theory. The program, called Education de la Prime Enfance (Preschool Teaching/Education), is intended for people currently working in the field, either with an irrelevant D.E.C. or of mature status, or alternately, there is a modified version for those already with a relevant D.E.C. The program is recognized as appropriate child care training by the Office de Services de Garde a l'enfance, when it is coupled with three years of additional experience. There is more flexibility, in terms of choice, built into this program, as it is at a University level. General content areas covered are child development (social, cognitive, perceptual, motor), special needs, preschool programming, musical and physical expression, techniques for dealing with day care centres, schools, family studies, underprivileged environments, preschools. The program culminates in a Certificate en education de la prime enfance (Preschool Teaching/Education Certificate).

At Universite de Sherbrooke, within the Bacclaureat en enseignement au prescolaire et au primaire (Bachelor's degree in preschool and primary teaching) there is an early childhood optional module called Pedagogie au Prescolaire. Course content covers language development of the preschooler, preschool pedagogy, integration of theory and practice, introduction to science, introduction to art, humanities. The course is of a 4 year duration.

L'Universite de Montreal offers a program, in French, called: Majeur en education et mineur certificat en education prescolaire et enseignement primarie (major in Education and minor in Preschool and Primary Education). Although the length of the course is not known, it results in a B.Sc. avec majeur en education et mineur en education prescolaire et enseignement primaire. The program is set up according to the new policy of the Ministry of Education.

Admission to this program requires a D.E.C. or the equivalent. The program consists of two components. The first of these is a 2 year general focus on education. It is intended that the student acquire the basic essential requirements of a teacher, such as general and specific teaching methods; knowledge of the child from infancy to adolescence (physical, knowledge, psychomotor, social, language); the educational system in Quebec; principles of measurement and evaluation of education; developmental psychology; as well as several practica. The minor component focuses on preschool and primary school in specific and is aimed at a professional qualification in preschool and primary education. It builds on the general education of the major. The minor is divided into two facets: instrumentation and techniques, and development of the person in terms of the professional role s/he plays in education. Content covered in courses includes problems with preschool and primary school; intervention in pre - and primary schools; organization of preschools (set up); research; literature, oral communication, art, drama, dance, music math, science, human sciences - all for preschoolers and primary school children; professional training and ethics.

Note as well that there is a practicum component made up of two separate placements: the first is in a parascolaire. The second is in a preschool or school. These placements are in addition to those required of the major componenet. There are, as well, many workshops.

Within the Education Department, Concordia University offers a program in early childhood education, called B.A. Specialization in Early Childhood Education. Five practica, spread out across the semesters, comprise the practical component. The first of these practica involves spending one day per week in the Concordia Child Day Care Centre. In addition, there is an internship in a kindergarten and another with primary students. The other practica involve unspecified field placement for a half day per week and

microteaching. Courses comprising the theoretical component cover child development, teaching techniques, history and foundations of ECE, language development, special needs, and teaching of reading and math to preschool and primary children. The course, presumable three years in length, leads to a B.A. with a Specialization in Early Childhood Education.

Concordia University also offers a program called: B.A. Major in Child Studies, culminating in a credential of the same name. The Child Studies program is also offered from the Education Department and there appears to be a lot of overlap with the Specialization in ECE program, in the courses from which to choose. Content covered may include the psychology of education, child development, foundations of ECE, the family and child, computers and other innovations, behaviour problems, special needs, teaching techniques, and sociology. There is, as well, a practicum component. it is designed to provide students with training in observation and evaluation procedures. Placements for this course are recreation/community centres; hospitals; daycare centres; libraries; museums, fine arts centres.

Equivalency

In Quebec, it is the responsibility of the equivalency bureau in the Ministry of Education to evaluate all training from out of province. It appears that this evaluation is done in a general sense, and then l'Office des Services de garde a l'enfance, compares it to programs offered in Quebec. Once the equivalency judgement is made, one simply refers to l'Article 9 which specifies exactly what training is required to be considered trained.

All individuals who have received their training outside the province must obtain an attestation of equivalence from the Ministry of Education. If this document attests that the training corresponds to the requirements in place in Quebec then the person is judged to be qualified. If the training does not correspond to

a program that is recognized by l'Office des Services de Garde a l'enfance, the individual may submit his.her file to a college that offers the Attestation d'Etudes Collegiales program in day care sciences. At this stage, the individual may be exempted from some of the AEC courses, if it can be demonstrated that corresponding courses have already been taken. Other exemptions may be granted by the recognition of work experience. If a person can demonstrate that s/he has already attained the objectives of certain courses, s/he may be exempted from these courses.

2.11 Nova Scotia

Legislation

The legislation in Nova Scotia that address child care are the Day Care Act (1978) and Day Care Regulations (1979). Under the Act they are administered by the Minister of Social Services. However, as of 1990, the Director of Day Care Services of the Department of Community Services became responsible for the administration and enforcement of the Day Care Act and regulations. The Department of Community Services approves the training programs from post secondary schools. The Department of Education is responsible for developing training programs. The Director approves the programs.

Child care refers to the provision of services for children from the age of 0, until an unspecified age. It is stated in the legislation (Regulations Section 21A) that the chief administrative officer of a centre must have an Early Childhood Education qualification, or the equivalent, plus additional experience in early childhood care and development, as well as being of suitable health and personality. In addition, it is specified that two thirds of the remaining staff must have Early Childhood Education qualifications or the equivalent.

Qualifications - Training Programs

The following early childhood training programs are offered in Nova Scotia.

Child Development Services offers two Early Childhood Education training program options both jointly sponsored by the Department of Community Services and the Department of Education. Admission to both options is contingent on having a Grade 12 education and both programs lead to a Child Development Services Associate Certificate (or Diploma) Level 4.

One option provides professional training to people currently working in the field, and is competency based; achievement and progress are measured by evidence of successful performance in a series of skill-tests. Content areas covered in courses include: community services and organizations relating to child care; communication between home, family, centre; administering the care and health of children; setting up centres; programming; child development, observation and assessment; special needs; interpersonal relations; professional ethics; philosophical foundations. Pursuit of this option results in the achievement of a certificate, there being four levels of certification.

The second option is comprised of two years of study and work practice at Nova Scotia Teacher's College and Child Development Services Froebels Early Childhood Institute. The practicum component involves 2 practica total 45 days spread out over 2 semesters, in a variety of approved day care centres and other child care facilities. Course content includes: foundations of Early Childhood Education; Issues in Child Care; Observation and assessment; child development; setting up a centre; programming (including literature, math, science, social studies, art, music, movement); managing/guiding behaviour; the family; health /safety/nutrition; infant and toddler care; special needs; computers; reading/writing/research; community liaison, French. They claim that their two year ECE program parallels the OCAAT ECE.

Mount Saint Vincent and Child Development Services

The Child Development Services also offers the option of a Bachelor's Degree in Child Study. It is the same program that is offered at Mount Saint Vincent University. Both programs, called Child Development Services Early Childhood Education, are of a four year duration, and require Grade 12 education or mature student status for admission. Content covered over the four years includes: the history of European and North American childhood; psychology; sociology; literature for children; nutrition; methods; play and development; child development (psychology, physiology, cognitive, language); the family; programming; research methods. In addition, there are four practica (for a minimum of 400 hours). The final year involves specialization in either developmental disabilities, program development, teaching young children, or special education.

Equivalency

In order to be granted equivalency, training is reviewed to determine whether the individual would be approved in his/her province. Qualifications are compared to those in Nova Scotia, presumably to the programs offered. To be granted equivalency one must have had two years of experience in licensed day care centres, grade 12 or the equivalent, plus a full credit course in a post secondary institution, either in human growth and development, or in curriculum development for day care. If the individual has completed one of the courses, s/he must have 25 hours of workshops in the other course. Correspondence courses are not recognized.

Not automatically equivalent are teachers from elementary schools, social workers, nurses. These groups can qualify by upgrading, by doing child care work consisting of 25 hours of workshops, practical experience in day care; and curriculum work. There is also a competency based program that one can take to be assessed at

level I. All this assumes two years of experience in a licensed setting.

The procedure functions as follows. A person must first apply to the day care setting for a job. The centre then contacts the Director of Day Care Services to evaluate the individual's credentials including training certificates and a curriculum vita listing courses. Day Care Services reviews the qualifications to see if they are equivalent, presumably to Nova Scotia. Specific criteria are: program content, course content, and whether there is a practicum under supervision (with number of hours not specified).

3.0 INTERNATIONAL

3.1 Sweden

With Sweden, as with the other international jurisdictions, more detail has been provided regarding the overall child care system, but general information as opposed to specific details was gathered, regarding legislation, qualifications, training programs, and equivalency. As a result, whereas we may be able to identify that legislation pertaining to child care exists, the specific name may not be available. Similarly, the auspices under which decisions are made may be apparent at a functional level, but the larger body - the branch of government - may be lacking. Along the same lines, specific information regarding course content and equivalency criteria are often lacking. Enough information is provided, however, to give an idea of how child care functions.

Legislation

Child care in Sweden is regulated by the Social Services Act (1982). Public child care extends from the care of preschool

children to before and after school activities for children in their early years of compulsory schooling. By law, each of the 284 municipalities, is responsible for the development and operation of child care programs. Child care is financed through local tax revenues, parents' fees and state subsidies, financed via employer payroll taxes.

The central government has increasingly replaced detailed regulation with general supervision. In this way, the municipalities have acquired increasing responsibility for organizing and shaping the activities and environment of children, while other government departments and agencies indicate the objectives and direction of child care policy.

The Swedish Parliament legislates in matters concerning the goals, direction, expansion, and financing of child care. The Ministry of Health and Social Affairs is responsible for the preparation of laws and proposals related to child care. The National Board of Health and Welfare, a central administrative board for matters concerning health care and social welfare services, supervises child care, seeing to it that the laws and regulations are adhered to. The Board provides information on child care, expansion plans and the development of facilities. It also prepares child care programs and training materials.

Child care services in Sweden are offered in a variety of forms. Preschool is the general term used to denote educational group activities in the day care centres and part time groups. Day Care Centres are for children from 0 to 6 whose parents are gainfully employed, or who are in need of extra support. They are open early morning to early evening all year long, but closed on weekends. Part time groups are directed at children from 4 to 6 years of age, paralleling the schedule of the school calendar.

Open pre-schools are attended by children with a parent, a few

times a week. A pre-school teacher organizes activities.

Leisure time centres are aimed at school age children, from 7 to 12, whose parents work or study, or who need extra support. They are open before and after school, and during school vacations.

Family day care involves a child minder caring for a child in the child minder's house. Child minders are employed by the municipality.

There are also arrangements possible for ill children. The municipalities employ child minders to care for the child in the child's own home. This form of child care has decreased in some places because of an expanded parental insurance system which reimburses parents for loss of income from missing work.

Note that though preschools and leisure centres are not part of the regular school system (locally they are under municipal social welfare authorities, and centrally they come under the National Board of Health and Welfare), they are not completely cut off from the regular school system. Cooperation between preschools, leisure centres, and elementary schools is being steadily expanded.

It is unclear whether staff qualifications are specified to any extent in the legislation.

Qualifications - Training Programs

There are different qualifications to work with children 6 years of age and less (preschools), and to work with school age children. At the preschool level there are primarily two categories of staff who work directly with the children: preschool teachers and child care attendants. Preschool teachers take a two year training course, called Nursery and Infant Education at a college of higher education. Child care attendants conduct their studies within the nursing line of the upper secondary school. Training is also

available in special courses lasting one term or one school year. The Director of a preschool centre must be a trained preschool teacher.

Leisure centres employ both recreation instructors and child care attendants. Recreation instructors study for two and a half years at a college of higher education to obtain their qualifications. The course is called Recreation and Leisure Education. Currently the preschool teachers' and recreation instructors' training is being reviewed.

The general entrance qualifications for both Nursery and Infant Education and Recreation and Leisure Education is the completion of a two year line of upper secondary school including a knowledge of Swedish and English corresponding to a full two year course of studies. The same general qualifications apply, or will shortly be made to apply, to admissions to all general study programmes within the teacher education sector.

Recreation and leisure education has a great deal in common with nursery and infant education, in terms of content and arrangement of courses. The National Board of Universities and Colleges sets the basic content area for both training programs. Stockholm Institute of Education (HLS) has a national responsibility for the training of teachers for both school and child care. It is the merging of a number of separate schools. Training programs are available for both nursery and infant school teachers and for recreational instructors. This merging was to promote the coordination and collaboration between various study programmes.
Preschool teacher training is either 100, 80, or 50 weeks; 2.5; 2; 1.25 years of study). The length of training depends on the student's previous experience and qualifications. Those who have preschool qualifications from other countries have a 40 week variant but it is not clear what is eliminated/modified The content areas include communication, contemporary social and environmental

studies, teaching theory (pedagogy and methodology) and teaching practice. Heavy emphasis is placed on child pedagogy, developmental psychology and social studies. Training for recreation instructors also comprises 100, 80, or 50 weeks, again depending on previous training and experience. Although in any correspondence with key informants it was not explicitly stated, presumably there is also a 40 week variant for those individuals with foreign credentials.

There is a core area of pedagogical/psychological knowledge which appears in all teaching programs: development and condition of growing up, learning and instructional processes, the roles of the preschool and the school in society both today and previously, professional roles, knowledge of group processes and evaluation and appraisal problems of children and youth.

Equivalency

Based on the available information it appears that there is an equivalency process in place (for nursery and infant training and presumably for recreation and leisure training) for individuals with foreign credentials in child care, and those with credentials (either work or academic) in related areas. As discussed above, it is clear that an individual's work and academic experience are assessed, and a program is tailored in length based on this assessment. However details are lacking about who exactly performs the assessment, and what criteria are considered.

3.2 France

France's "national commitment to children" (Richardson, G. & Marx, E., 1989.) is evidenced by the fact that nearly 80% of the cost of French child care services are covered by public funds. (Lawson, C., November 9, 1989). The day care system is a blend of child care, education, and health services based on free full day pre-

school programs (servicing 90% of all 3 to 5 year olds, the remainder of which attend publicly subsidized private schools), subsidized day care centres, and licensed care in private homes for infants and toddlers, either through **networks** or independently offered, by **assistantes maternelles.** Seventy-five percent of family day-care providers (both independent and in networks) are licensed, presumably as a function of incentives to do so, such as retirement benefits, disability insurance, and a minimum wage (Richardson, G. & Marx, E., 1989.)

Day-care for 0 to 6 year olds in France is divided into two very separate parts (Marx, E. Dec. 11, 1989). **Preschools** (ecoles maternelles) target 2 to under 6 year olds[2]; **infant and toddler programs** (creches) address the under 3 year olds. Ecoles maternelles are considered as educational rather than care services. There is an overlap between the end of infant-toddler programs (creches) and the beginning of ecoles maternelles. Creches exist primarily in big cities. Ecoles maternelles are essentially everywhere in France. With both systems, centre programs are run by municipalities, and are funded by a combination of federal and local dollars.

The French have developed two distinctive types of full-day group care for infants and toddlers: **the infant-toddler centre** (creches collectives) and **the family day care network** (creches familiales). Both of these programs are intended for the children of working parents. Family day care networks consist of a number of licensed home-based care-givers who are recruited, trained, and supervised from a central hub. As well, infant-toddlers may be cared for by independent, licensed family day care providers (assistantes

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[2]Various sources have provided slightly different information. Some have claimed that preschools target 3 to 6 year olds. The source that was ultimately used was the Director of the National Training Program for Preschool Instructors in France, who one might assume would be most knowledgeable.

maternelles). The licensed provider is not left in isolation, but rather receives information/help and regular visits from a trained pediatric nurse. Incentives for parents to use licensed care is provided in the way of tax deductions.

Children from 6 to 11 years old attend elementary school 6 hours a day. They can extend their school day by 1.5 hours a day by going to "study" on the school premises. On Wednesday, which is a school holiday, children can attend **"centres de loisirs"**, which are dependent on communities in big cities.

The municipalites also run before and after school, lunch, and vacation programs for pre-schoolers. These wrap-around programs are called **service periscolaires**.

Legislation

An important factor distinguishing France from the other jurisdictions is that there are separate pieces of legislation regarding staff qualifications for staff of preschools than for staff of infant and toddler programs. Preschool instructors are grouped in terms of legislation, with instructors of all age groups, whereas staff of infant-toddler programs are regulated under separate legislation. This separation is in keeping with the education versus care split, referred to above, distinguishing preschools from infant and toddler programs.

The Ministere de l'Education Nationale (The Ministry of National Education) determines the necessary qualifications to become a preschool instructor (instituteur), and develops the training curriculum, which is laid out in the legislation. (Preschool instructors appear to be functionally comparable to Ontario's Early Childhood Educators.) However, note that there is no legislation, qualifications, or training directed specifically at preschool instructors; the same legislation, qualifications, and training apply to instructors of all age groups, from 2 to 11. Legislated

qualifications are a simple matter to describe since the only requirement is having completed l'ecole Normalé - the national training program for all instructors.

The Ministry of National Education also establishes policy and curriculum for, and staffs the preschools. Instituteurs are considered civil servants by law.

The Ministere des Affaires Sociales et de la Solidarite Nationale (Minister of Social Affairs and National Solidarity) sets the curriculum for the training of staff for infant toddler programs but whether training requirements are stated in any piece of legislation is not known, nor whether there is legislation specific to puericultrices. Municipal governments (municipalites) initiate and administer all publicly sponsored child care services for infants and toddlers.

Qualifications - Training Programs

Preschool Instructors are selected for training, trained, and assigned to schools by the Federal Government, which also pays their salaries. Students are recruited to preschool training by competition (competitive exam), after having completed a Bachelor degree. Training consists of, two years of theory and practice at l'Ecole Normal (equivalent to a Master's degree in Early Childhood Education). The completion of this program leads to a "Diplome d'etudes superieures d'instituteur". This training is the minimal qualification for preschool instructors and directors across France. The curriculum for preschooler instructors includes the following content areas: history, sociology, foundations of education; teaching methods; psychology; preschools; special needs; multicultural issues; general knowledge areas, such as french, mathematics, physical science, natural science, technology, philosophy, history, geography; and skill areas such as: physical education; crafts, music, literature; and economic/social/cultural problems. In the first year, there are two placements, each of 3

weeks duration, in the second year there are three placements, one for 3 weeks, one for 1 week, and one for 8 weeks. In addition, each student is required to have one placement in a work setting, one in a recreational centre, each of at least 1 week. These are carried out outside school time.

Preschool instructors are paid competitively with public school teachers, having graduated from the same program. Students training to be preschool teachers receive cash stipends in addition to a free education; they agree on entering a training program, to spend five years in the field after graduation.

Staff at **infant-toddler programs** are trained at local institutions that are federally funded. The municipality can hire whom it wants, so there is more variety in staff than at preschool programs. The Heads/Directors of infant-toddler programs are pediatric nurses (puericultrices), who have taken a 3 year medical nurse program, plus additional courses in public health, child development, and administration. Infant-toddler educators (called educatrices), who work in the toddler room, require two years of college, roughly equivalent to a Bachelor Degree, as well as an additional two-year professional course in early childhood education and child development at a puericulture. The nurses, who work with infants, have two years of training after high school, also at the puericulture. The most basic level of infant-toddler workers are auxiliaires. They leave school after only three years of secondary education, and complete a one year course with an emphasis on health and care, at a puericulture. Educatrices, auxiliaries, and infant nurses have poor career prospects because the senior positions are taken up by puericultrices.

Training for directors of an infant-toddler program (puericultrices) is a 12 month program: 1440 hours of training; 650 hours of theory and practice at school; 650 hours of placement; 140

hours of directed work and evaluation. Content areas, covering the age range of prenatal to 15 years old, are: foundations of the profession; teaching methods; interpersonal communication; politics of health; administrative, health and social organizations; social and civil law; sociology; the child - physiology; pathology (prenatal, neonatal, one month to adolescence; nutrition (theory and practice); psychology and psychosociology; psychopedagogy (theory and practice); administrative and organizational training.

The certificate "auxiliaire de puericulture" also takes 12 months. This training involves three obligatory placements with healthy children, 100 hours in maternity, 150 hours in infant/toddler centres, and 100 hours in another setting. In addition, there are optional stages - 100 hours, which cannot be spent in more than 2 settings. In addition, there are 250 required hours with sick and handicapped children, and 100 hours of optional stages, again no more than 2 settings for 100 hours total. Also 100 hours are spent in the pedagogical project at school. There are a total of 900 hours of stages. The training part of the certificate (350 hours) involves: foundations; before birth; birth; after birth to adolescence; the sick child; the handicapped child; professionalism/ethics. In addition, there is directed work and evaluation. The entire program is 1400 hours.

Although no specific information is available with respect to the infant nurse training, it is known that there is no overlap in the training of preschool teachers and either puericultrices, educatrices, or auxiliaires (LaRoche, January, 1990).

Equivalency

According to legislation, one must be of French nationality to become an instructor in public preschools, and thus issues concerning the equivalency of foreign credentials are largely bypassed. (Presumably if a French national has received foreign training arrangements are made, however these are not spelled out.)

Equivalency with respect to alternative types of diplomas is also not an issue. There is only one accepted training for preschool instructors. Alternative diplomas are only considered in terms of access to the recruiting competition - prior to training. That is, training will vary as a function of education and experience prior to recruitment; the theory component may be modified, but the practical component remains unchanged for everybody.

According to legislation, in order to be eligible for the competition that enables one to take the appropriate preschool training, a number of conditions must be met. There is no age limit set and a number of diplomas are appropriate, varying from Bachelor in Law, a general university diploma, a diploma in the fundamentals of architecture, a state diploma of social service assistant, 3rd year admission certificate to national veterinary school. Also of note, mothers who have effectively raised three or more children do not need a diploma.

No information was available with respect to equivalency processes for the staff of infant-toddler programs.

3.3 United Kingdom

To discuss child care in the United Kingdom is a complicated endeavour for three reasons. First, day care is offered haphazardly in a variety of models, each with what appear to be different requirements. Second, though the literature frequently outlines what qualifications people typically have who work in these various models it is often not explicitly stated whether these qualifications are formal requirements. Third, there are five separate/different training patterns that do not recognize each other. Essentially, child care in the United Kingdom is in a confused state. This conclusion is based on a number of sources, in particular, a survey carried out by Denise Hevey, reported in

The Continuing Under Fives Muddle!. Subsequent to the survey, attempts have been made to resolve the "muddle" by instituting a national competency based equivalency model, however this framework will not be established until 1991. It is not clear whether the current system is still in complete disarray as documented by the most recent available literature, or whether the pending framework has begun to address some of the problems. The following information is based largely on four sources: Hevey (1989); Hevey (1986); Deller (1990); and Cohen (1988). Issues regarding qualifications and training programs will be discussed in the subsequent section. The present intent is to describe the system of day care provision in the United Kingdom by, to the extent possible, outlining the various models and relevant legislation with respect to staff qualifications.

Legislation

Childminders look after up to 3 children in their own homes, for all, or part, of the day. Usually, private arrangements are made, between the parent and childminder, with regard to fees and times (Deller, 1990). The Nurseries and Childminders Act (1948) which lays down the regulations concerning childminders, stipulates that 'suitable' people should be registered with, and supported by, the Social Services Department (SSD), but it is not clear whether they in fact are registered, or what support by the SSD entails, or suitability implies. Some childminders are subsidized or salaried by the SSD, these providers are called daycarers or foster parents.

No initial training is required for childminders, although local authorities often provide in-service training, and may require it in cases where childminders are salaried by the SSD. In- service training is usually 2 - 3 days, and covers such topics as first aid, play equipment, problems in child development, meal planning, and how to settle in a new child. In addition, there may be information provided on the legal and financial aspects of childminding, including insurance. According to a 1986 survey by

the National Childminder's Association, only 22% of respondents had attended any such training (Deller, 1986?).

Social Service Department Day Nurseries are geared to the 0 to five year old group, and offer full, or part time, day care. Places are scarce, and it is primarily children deemed "needy of specialist help" because of developmental problems or the social or economic circumstances of parents who are placed.

A study by Van der Eyken, cited in Cohen (1988), found that the majority of staff in day nurseries have the NNEB qualification, (some had nursing, teaching), some officers in charge had further qualifications, such as a Certificate of Social Service, which is a two-year social work qualification, or a management qualification. These courses were generally provided by Local Authority as in-service training. Again, despite the snapshot of what training staff typically have, it is not clear what the requirements are.

There is specific legislation directed at day nurseries: the National Health Service Act 1946 (amended in 1977 and 1983) empowers local authorities to make arrangements for the care of pre-school children by providing day nurseries and making reasonable charges for them. In addition, the Education Act (1980) empowers Local Education Authorities to second teachers from their nursery schools and classes to work in day nurseries. Staff training standards in day nurseries are laid down by the Ministry of Health Circular 37/68. Draft guidance on daycare provision issued by the Department of Health and Social Security (DHSS) in 1986 is currently under discussion and will cover staff training, in addition to admissions policy, optimum size, staffing ratios, age of children, regime and curriculum, parent involvement, safety, record keeping and links with other services. Despite the mention of staff training in legislative documents, the specific requirements are not detailed.

Private or voluntary day nurseries. These nurseries are run and managed by many different organizations: community groups, employers, voluntary organizations, private individuals. All of these nurseries have to be registered with social services except those run by statutory bodies. There is little available information

Nursery classes are all attached to Local Education Authority (LEA) infant or primary schools and teachers are required to be trained. According to Cohen (1988), teachers employed by LEAs may be working in nursery schools, nursery classes in primary schools, secondary schools, or special schools. There are now two main routes to become qualified. At an undergraduate level there are three year courses at universities, polytechnics, colleges, and institutes of higher education, leading to a Bachelor's of Education degree; an additional year will lead to an Honours degree. Two Graduate Certificate Education 'A' level passes with some appropriate 'O' level passes are required to gain entry into the courses. The other route to become qualified as a teacher, is for university graduates to take a one year course leading to the Postgraduate Graduate Certificate Education in a university, polytechnic, or other institutes of higher education.

The situation in Northern Ireland is broadly similar to that in England, and Wales, but Scotland has different requirements and training procedures. To obtain a teaching qualification (primary education), a graduate must take a one-year course, or since 1984-1985, a nongraduate can take a four year vocational degree course in a college of education, leading to a BEd.

Throughout the U.K., undergraduate and postgraduate courses consist of a mixture of teaching practice undertaken in schools under the supervision of the class teacher and college of education staff and academic study of education, including history, philosophy,

psychology, and sociology of education. In addition, undergraduates continue their own academic study of one or two specialist subjects.

Nursery Schools, limited to under five year olds, are separate Local Education Authority schools. These schools are usually free, and offered on a part time basis. The teachers require the same kind of training as described in the section above.

Combined nursery centres are integrated services that are offered to children from a few months to five years, combining day care and nursery education. Many also offer informal support, such as toy libraries, parent and toddler groups, drop in centres. They are jointly funded by the SSD and LEA. Staff at these centres are usually a mixture of nursery teachers and nursery assistants. Nursery assistants usually have NNEBs, but it is unclear whether these are requirements.

School-aged Provision, according to Cohen (1988), is scarce, and will likely be cut because of a reduction in funding to LEA. There are no more than 500 out of school schemes with an explicit care function throughout the U.K., providing care for 12,000 children after school and 30,000 children during school holidays. There are no statutory guidelines relating to the quality of care provided.

In the last 10 to 15 years, a small amount of provision has been developed to provide care for children out of school hours and during the school holidays, and a voluntary organization, the National Out of School Alliance has been established with funding from the DES and DHSS to promote this form of provision. NOOSA defines out of school schemes as providing care for at least four and usually five days a week after school and all day during the holidays, taking full responsibility for children in their care and usually picking children up from school. It is unclear what kind of training these volunteers have.

Playgroups provide sessional care for children, approximately 3 to 5 years old. The Pre-School Playgroups Association (PPA) is the umbrella organization for playgroups and about 80% of playgroups belong to it. Although playgroups rely on considerable help from parents in staffing each session, most playgroups have one or more leaders and support workers. According to Cohen (1988) the PPA runs a wide variety of courses varying in length from one session on a particular topic to over a year of one-day per week courses. The foundation course is the basic training course and lasts 120 hours spread over a year or more. In 1984/85, 3911 students enroled in these foundation courses in England and Wales.

Family Centres offer a range of services to local families, such as self-help family centres that have evolved from playgroups; family centres that are set up in schools by LEAs; family centres with a community work focus, family centres funded by SSD, therapeutic centres. No information with respect to training is provided about these.

Special Schools are geared toward special needs children. According to Cohen (1988), these teachers require additional qualification to those outlined above for nursery class teachers. The additional training is obtained through in-service training for experienced teachers and usually last one year. The course may cover one particular aspect or a wide range of topics in special education. The main responsibility for in-service training rests with the LEA. In 1983 the Government introduced a series of grants aimed at freeing teachers time and encouraging in-service training in certain priority areas by providing direct financial assistance to LEAs towards the cost of employing replacement teachers. In-service training is offered by most establishments providing initial teacher training.

Other workers in nursery and primary schools; according to Cohen

(1988), a variety of people work with children in nursery and primary schools apart from the teachers. Nursery nurses and nursery assistants are mainly found in the nursery schools and classes. Primary schools, particularly the reception classes, often have welfare assistants to assist the teachers. NNEB students and student teachers may also be found in both nursery schools and classes. Training is not generally required apart from the fact that such workers must have a first-aid certificate. Most workers are women who have their own children and therefore have some experience.

Qualification - Training Programs

As noted above, training to work in the child care field, in the United Kingdom is marked by a plethora of options consistent with the range of service delivery models. However, despite their number, these options are largely uncoordinated, often have no academic currency, are not transferable, often are not specifically focused on the child, and are frequently offered outside the college and university system by voluntary organizations. Again this confused state appears consistent with the array of disjointed service models.

According to Hevey (1989) as of 1986, there were no equivalency models set up for day care in the United Kingdom. The state of turmoil in child care was further exacerbated in that, at that time, "less than half the people... had any qualifications relevant to their work" (Hevey, 1989). For years the NNEB had been the only recognized qualification to work with young children, but even this has increasingly come under criticism as being outmoded by virtue of its exclusive focus on the child rather than the family, and its failure to take into account the multi-cultural nature of modern British society (Hevey, 1989). In recent years, the other major examining boards, (City and Guilds, Royal Society of Arts and BTec) have also offered childcare qualifications, mainly for students in the 16-19 age range. In addition, YTS childcare and

CPVE (Certificate of Pre-Vocational Education) schemes were created for school-age children and young people. There appears to be no way of comparing the nature or standards of the burgeoning qualifications.

The combination of all these factors renders it difficult to develop a comprehensive inventory of bonafide training programs in the United Kingdom. As Hevey (1989) points out, there is no satisfactory child care qualification offered that covers all the needs of young children, is nationally recognized, and is available to a variety of people, ranging from the 16 to 19 group to graduate level. As a result, a select sample of programs will be detailed to illustrate the diversity of programs. However, it should be noted that a general problem even within the programs that have been selected, is the lack of detailed information to answer specific questions.

Training opportunities in the United Kingdom basically fall into five categories. The **voluntary sector** offers informal training, that is not assessed, and does not lead to recognized qualifications with any academic currency or transferability. The training is haphazard and uncoordinated, and is inappropriate for the inexperienced, in that it requires some basic experience with child care. However, in defense of the voluntary sector, training is geared towards adults, unlike much of the other training, and is flexible, relevant and responsive to current needs.

An example of a voluntary organization offering training is the Pre-School Playgroups Association (PPA) whose certificate consists of a record of attendance. The course lasts from 1 to 2 years, on a part time basis. There are no entry requirements, and it tends to appeal primarily to mature students. The curriculum consists of such themes as creative play, group participation, parental responsibility, family roles, special needs, multiculturalism, community involvement, and human growth and development. Although

most students help out in a play group there is no assessment or supervision.

Another example of a PPA program is offered at Inner London Pre School Playgroups Association. It is offered four hours a week over the course of 1 year. Again, there are no entry requirements, and the course tends to appeal to mature students. Topics covered include setting up a play group, child development, play, language, parent roles. As a placement component, the student must plan and carry out activities for a group of children over 4 weeks, however there is no assessment.

The second training pattern is for the **16-19 group**, where there has been an explosion of training opportunities. Unfortunately, however, there is again a lack of transferability and sometimes a lack of external validation. Furthermore, these courses are often too generic in their offerings - not focused specifically on child care - and are offered by Boards with little experience in the child care arena. (Deller, 1990).

YTS schemes have cropped up all over the U.K. directed only at the 16-19 group. These courses, leading to a variety of YTS certificates lack uniformity in content, but all tend to be offered on a full time basis over a two year duration. For example, Stoke On Trent Technical College, offers a YTS certificate in Caring for the Younger Child. The content includes child development, organizational and practical aspects of child's play, computer studies, sports, first aid, and a variety of placements. The New Skills Consortium offers a YTS certificate in Community Care. Although it too requires a variety of placements, details regarding content are not included. A third YTS scheme comes in the way of the Youth Training Management Ltd. This program offers a two year, full time, Nursery Nursing Diploma, yet has no affiliation with any educational institution. The public is left in the position where they are unable to distinguish between this diploma and the NNEB.

The content covered in this course is not well described, particularly with regard to the under five component, although it is mentioned that there is some teaching in communication, numeracy, health and safety, computers, planning, problem solving and first aid.

The Joint Board for Pre-vocational Education culminates in a Certificate of Pre-Vocational Education. The course is offered on a full time basis over 1 year. Although there are no entry requirements, this course caters to the 16-19 year old group, and no mature students are admitted. Generally, the course consists of Health and Community care; Recreation Services; and Hospitality. It is set up in such a way that half the course is core and the other half is vocational and optional. The placement component consists of a minimum of 15 days of simulated work experience arranged through the college or school.

The National Nursery Examination Board, offering the most well known course for 16-19 year olds, leads to a NNEB certificate. The NNEB is a 2 year course for which there are no formal entrance requirements. The course is roughly equivalent to an 'O' level, and has a strong vocational content. Courses are run by colleges of higher education. Students in these courses spend a substantial portion of their time on placements in nursery schools or classes, day nurseries or private homes. Most students start the NNEB course at age 16, and are thus qualified by age 18. Content consists of courses in growth and development for 0 to 7 year olds; physical development and keeping the child healthy; cognitive development and learning through play; emotional development; social relationships; rights and responsibilities of the child and family; nursery nursing in employment. There are elective courses, as well. There is a placement component, consisting of 140 days in a variety of settings.

BTEC National Diploma Courses also fall under the category of 16-19

group. The courses do vary somewhat across sites. West Kent College of Further Education offers a BTEC National Diploma in Caring Services. The course is offered full time and is of a two year duration. The entry requirements are 4 'O' levels including Math and English. Although mature students are allowed, it is on a discretionary basis, and the selection criteria are not stated. Details about the curriculum are scant, however, it is stated that 50% of the course is devoted to children under five, and 4 days out of ten are spent on field placement. Another BTEC National Diploma Course is offered at Highbury College of Technology and leads to the same BTEC Diploma. The course is offered full time over two years, requires 4 'O' levels, and mature status is discretionary. The curriculum includes child development and behaviour, child health services, first aid and the sick child, education and cognitive development, special needs, home environment studies, personal and social development, nursery nursing in caring services, children in society. There are also a variety of placements (e.g., pediatric unit (2 weeks), private homes (2 weeks), maternity unit (2 weeks); social service day nurseries (40 days), nursery education (30 days), special education (10-30 days), reception class (30 days).

City and Guilds of London Institute (331) leads to certificate in Home Economics for Family and Community Care. It is a two year program, offered on a full time basis. There are no entry requirements, and mature students may be admitted to the second year. Content covers food and nutrition, human development, education and welfare, health education, communication studies, home and accommodation, and crafts. There is a very limited focus on under fives. Placements are for 180 hours per year, half of which are with under five.

City and Guilds of London Institute (356) offers a two part Practical Caring Skills Certificate over 2 years, with each part consisting of 200 hours. There are no entry requirements, but the

course is limited to 16-19 year olds. The curriculum centres around three areas: practical caring skills, including physical care, selection of stimulating stage appropriate activities; nutrition and health education, including health and safety, and human development; health, welfare and social services. Part two of the certificate includes home maintenance, administration and client needs. Placements are included, although details were not available.

A third City and Guilds of London Institute course, 325 leads to a Community Care Practice Certificate. The program, which lasts 1 year, consists of 200 hours on a part time basis and a placement. This course is geared towards mature students. Although nothing relates specifically to under fives, the content is grouped into three categories: need for care, provision of care, and care practice. There is a 200 hour placement.

The third pattern of training is the **statutory sector.** This grouping includes three main forms of professional training for people who work with children and their families: Health Visiting, Teaching, Social Work, however each form is kept as a separate discipline, which reinforces a three way split of responsibilities into health, care, and education, which does not always work in the best interest of the children (Hevey). Although the training in the statutory sector typically meets high academic standards, its practicum component is limited and in addition, the amount of time spent exclusively on the needs of young children can be small. Furthermore, these courses are not conducive for attracting mature students due to inflexible hours, and lack of bridging courses.

The English National Board for Nursing, Midwifery, and Health Visiting offers Post Registration Courses in Health Visiting, full time over 52 weeks. The program is open to mature students, but perquisites are being a Registered Nurse, or ??? in Midwifery/Obstetrics, and 5 'O' levels. The curriculum is divided

so that it is two thirds theory and one third practice. Content areas include development, sociology, family and social structure, deviance, social policy, social aspects of health and disease, principles and practice of health visiting. There is a relatively small concentration on under fives, in particular. There is a placement component, of three months duration, but no specifics are provided.

Another example of a course offered in the statutory sector is the Certificate of Qualification in Social Work, that is based from the Central Council for Education and Training in Social Work. It is offered both over one and two years, on a full time basis. Entry requirements include 5 'O' levels, and 2 'A' levels; for the one year course, a relevant degree is required. As well, the course does permit mature students. Three broad areas are to be covered in the curriculum: principles and practice of social work; supervised practice; applied social studies. Time spent exclusively on under fives may be very limited. To note, half the course is spent in placement.

The Department of Educational Studies of Trent Polytechnic, offers a Nursery Conversion Course, aimed solely at those individuals with qualified teacher status. The course is completed in one term on a full time basis. Basically, the course is aimed at retraining current teachers to work in nursery programs. Although the course has both theoretical and practical aspects, and is explicitly concerned with under fives, the course content is unclear.

There are interesting new developments in the fourth training area, labelled **In-service training/new initiatives.** Unfortunately, however, these developments are typically of a one shot nature, are not universally available, and do not offer a set curriculum across initiatives to allow comparisons.

The University of London offers a certificate and Diploma in Child

Care and Community as in service training. Over two years, it is offered four hours/week. It is geared towards mature students and has no academic entry requirements. The only details provided with regard to content is it is multidisciplinary, anti-sexist, and anti-racist in its focus on child care theory and practice. Because the course is in-service, there is no placement component.

The Community Education Project offers a Working With Young Children - Certificate of Royal Society of Arts, and is also intended as in-service training. The program is of 30 weeks duration, offered on a part time basis, one day a week. There are no entry requirements, however the program is geared solely to mature students. The content includes 3 days spent on child development and play; 6 days on toys, books, stories, music and puppetry; and the rest of the time divided between family, lifestyles, coping with children, child abuse. There are no placements, merely visits to sites.

The Liverpool Pre-school Organizations Committee also offers a training program, leading to a Certificate of Professional Development in Pre-School Work - Liverpool Polytechnic. It too is offered on a part time basis, over the course of one year, 5 hours/week. Only mature students are admitted, and though there are no academic requirements, a minimum of two years experience in pre-school work is required. The course curriculum includes child development, the child, parent and community; management and administration of the child care group; policy making on under fives. There is no placement involved.

The last training pattern groups together all **Advanced diplomas**. There are eight post qualifying courses in children and young people recognized by The Central Council for Education and Training in Social Work (CCETSW) and approximately thirteen advanced diploma courses in education, which include an early childhood option.

Westhill College offers an Advanced Diploma in Early Childhood Education. It is a two year course, offered part time, and requires students to be qualified teachers plus two years of experience. All students are mature. Most of the course (80%) is devoted to children, as well there is a component dealing with the family. There is no placement required.

Roehampton Institute of Higher Education offers the Advanced Diploma in Early Childhood Studies. It is a two year program, offered on a part time basis, 3 hours a week for 70 weeks. The entry requirement is a professional qualification in Social Work, Health Visiting or Teaching. Other candidates may be accepted on the basis of an exam. This program targets mature students. The curriculum includes current issues in preschool services; social policy; a two week full time field placement; child development; multicultural aspects; principles and practice of Health/ Education/Social Work; working with families; interprofessional coordination and cooperation.

General problems have been identified with the day care training area. Gillian Pugh (1988) suggests the following issues with regard to training. First, there is an absence of a common basic initial training for preschool workers. Second, the lack of consideration in some courses of the skills required to work with parents and with other professionals. Third, there is a shortage of trained nursery teachers. Denise Hevey's recent review (1987) of current training opportunities for pre-school workers points out how muddled and uncoordinated such opportunities are, and she calls for standardization within the framework of the new National Council for Vocational Qualifications.

According to Deller (personal communication, Jan. 27, 1990), her impression, left from their survey, discussions with local authorities, and visits to centres is that the training of pre-school workers is given low priority. Also there is a tremendous shortage of staff.

Early Childhood Education Programs in Canada of Two Years or Greater Duration

Quebec

All of the province's CEGEPs offer a 3 year program denoted Techniques d'Education en Service de Garde. (Some also offer a shorter program leading to a certificate) The curriculum is standard across all the colleges, and is set by a branch of the Ministere de l'Enseignement superieur et de la Science (The Ministry of Higher Education of Quebec), the Direction generale de l'enseignement collegial. They all require successful completion of high school for admission. The program combines field placements and theory. The Quebec government considers it equivalent to the OCAAT Diploma.

The unique aspect of CEGEP programs in Quebec is that they offer a concentration in ECE, as well as a general education including courses in English Literature, Humanities, Philosophy, Physical Education, and complementary courses. General content areas specifically reflective of the ECE component include: foundations of child care and the system in Quebec (history), child development (from infant to school age), integration of the child into the centre, observation and reporting, health/nutrition, community liaison, programming, sociology of the family, and music and art with the child. The list of CEGEP's adhering to the same curriculum are listed below. Those institutions followed by an "E" are offered in English, otherwise they are offered in French.

Quebec CEGEPS

Program: Techniques d'Education en Service de Garde (Early Childhood Care/Education

Diploma: Diplome d'Etudes Collegiales (DEC) en Technique d'education en service de garde; (Diploma of Collegiale Studies with a specialization in Early Childhood Care/Education)

Course Length: 3 years

Note: Some of the CEGEPs also offer a 2 year program by the same name. This leads to a Certificat d'Etudes Collegiale. It comprises two years of specialization in child care, but does not include the one year of general study included in the 3 year DEC. However, an Attestation d'Etudes Collegiales is 1 year of the two year specialization, and is **NOT** acceptable.

cegep Abitibi-Temiscamingue
cegep de Baie-Comeau
Champlain Regional College (E)
(campus Lennoxville)
cegep de Riviere-du-Loup
cegep de Saint-Felicien
cegep de Sainte-Foy
cegep de Saint-Hyacinthe

cegep Edouard-Montpetit
cegep de la Gaspesie et des Iles
cegep de Granby
cegep Heritage (E)
cegep de Joliette-de Lanaudiere
cegep de Jonquiere
cegep de La Pocatiere
cegep de Matane
cegep de l'Outaouais
cegep de la Region de l'Amiante
cegep de Rimouski
cegep Saint-Jean-sur-Richelieu
cegep de Saint-Jerome
cegep de Sept-Iles
cegep de Shawinigan
cegep de Sherbrooke
cegep de Sorel-Tracy
cegep de Trois-Rivieres
cegep de Valleyfield
Vanier College (E)
cegep du Vieux-Montreal
college Marie-Victorin

Heritage College

Program: Early Childhood Care/Education
Diploma: DEC with a specialization in Early Childhood Care/Education.
Course Length: 3 years

Although Heritage College is included in the above list it is also considered separately for two reasons. First, it is one of the few English CEGEPs. (The course is the same as the one for French CEGEPs.) Second, because of the college's proximity to Ontario, its curriculum includes a review of the laws and regulations of the Day Nurseries Act as well as a discussion of the "New Directions" policies in Ontario. Fieldwork is done primarily in Ontario. Note that a minimum of 500 hours is spent in fieldwork.

Universite de Laval

Program: Education de la Prime Enfance (Preschool Teaching/ Education)
Diploma: Certificat en education de la prime enfance (Preschool Teaching/Education Certificate)
Course Length: 3 years/ Part time

The Universite de Laval also offers a part time course for preschool education (with preschool referring to garderies and maternelles). This program, as well, is three years in duration and is also a mix of practica and theory. The program is intended for people currently working in the field, either with an irrelevant DEC (diploma from CEGEP), or of mature status, or alternately, there is a modified version for those already with a relevant DEC. The program is recognized as appropriate child care training by the Office de Services de Garde a l'enfance, when it is coupled with three years of additional experience.

There is more flexibility, in terms of choice, built into this program, as it is at a University level. General content areas covered are child development (social, cognitive, perceptual, motor), special needs, preschool programming, musical and physical expression, techniques for dealing with day care centres, schools, family, underprivileged environments, preschools.

Universite du Quebec a Montreal

Program: Bacclaureat d'education au prescolaire et d'enseignement au primaire
Diploma: Bachelier en education (Bachelor's of Education)
Course Length: 3 years?
Note: There is also a program by the same title, leading to the same diploma, presumably for people in the field. The program listed below is referred to as initial training, and the other program is for "perfectionnement". The latter program requires the student to have a teacher's permit from Quebec or to have taught for at least two years.

The Universite du Quebec a Montreal offers a program that prepares the student to work with preschool and primary children, including those with learning or behaviour problems. Admission requirements are either a DEC or the equivalent, or if one is over the age of 22 one may be accepted if s/he is deemed to have appropriate knowledge or training. The program consists of 22 required courses (with one choice) and 5 optional courses from within the area and 3 optional courses from outside the area. Required courses cover foundations of child care and the system in Quebec (history); child development; child psychology; sociology of education; integration; teaching methods. In addition there are 3 placements.

L'Universite de Sherbrooke

Program: Enseignement au prescolaire et au primaire
Diploma: B.A. en enseignement prescolaire et au primaire
Course Length: 4 years for the BA.

Within the Bacclaureat en enseignement au prescolaire et au primaire there is an early childhood optional module called **Pedagogie au Prescolaire.** Course content covers language development of the preschooler, preschool pedagogy, integration of theory and practice, introduction to science, introduction to art, humanities.

L'Universite de Montreal

Program: Majeur en education et mineur certificat en education prescolaire et enseignement primarie

Diploma: B.Sc. avec majeur en education et mineur en education prescolaire et enseignement primaire

Course Length:

Note: Program is offered in French.

The program is set up according to the new policy of the Ministry of Education. Admission to this program requires a DEC or the equivalent. The program consists of two components. The first of these is a 2 year general focus on education. It is intended that the student acquire the basic essential requirements of a teacher, such as general and specific teaching methods; knowledge of the child from infancy to adolescence (physical, knowledge, psychomotor, social, language); the educational system in Quebec; principles of measurement and evaluation of education; developmental psychology; as well as several practica. The minor component focuses on preschool and primary school in specific and is aimed at a professional qualification in preschool and primary education. It builds on the general education of the major. The minor is divided into two facets: instrumentation and techniques, and development of the person in terms of the professional role s/he plays in education. Content covered in courses includes problems with preschool and primary school; intervention in pre - and primary schools; organization of preschools (set up); research; literature, oral communication, art, drama, dance, music math, science, human sciences - all for preschoolers and primary school children; professional training and ethics.

Note as well that there is a practicum component made up of two separate placements: the first is in a parascolaires. The second is in a preschool or school. These placements are in addition to those required of the major ocmponenet. There are, as well, many workshops.

Concordia University

Program: B.A. Specialization in Early Childhood Education Program
Diploma: B.A. with a Specialization in Early Childhood Education
Course Length: 3 years?

Within the Education Department, Concordia offers a program in early childhood education. Five practica, spread out across the

semesters, comprise the practical component. The first of these practica involves spending one day per week in the Concordia Child Day Care Centre. In addition, there is an internship in a kindergarten and another with primary students. The other practica involve unspecified field placement for a half day per week and microteaching. Courses comprising the theoretical component cover child development, teaching techniques, history and foundations of ECE, language development, special needs, and teaching of reading and math to preschool and primary children.

Program: B.A. Major in Child Studies
Diploma: B.A. with a Major in Child Studies
Course Length: 3 years?

The Child Studies program is also offered from the Education Department and there appears to be a lot of overlap in the courses from which to choose with the Specialization in ECE program. Content covered may include the psychology of education, child development, foundations of ECE, the family and child, computers and other innovations, behaviour problems, special needs, teaching techniques, and sociology.
There is, as well, a practicum component. it is designed to provide students with training in observation and evaluation procedures. Placements for this course are recreation/community centres; hospitals; daycare centres; libraries; museums, fine arts centres.

Nova Scotia

Child Development Services:
Program: Early Childhood Education
Diploma: Child Development Services Associate Certificate (or Diploma) Level 4.
Course Length: 2 years Full time or In service.

Child Development Services offers two training program options both jointly sponsored by the Department of Community Services and the Department of Education. Admission to both options is contingent on having a Grade 12 education.

One option provides professional training to people currently working in the field, and is competency based; achievement and progress are measured by evidence of successful performance in a series of skill-tests. Content areas covered in courses include: community services and organizations relating to child care; communication between home, family, centre; administering the care and health of children; setting up centres; programming; child development, observation and assessment; special needs; interpersonal relations; professional ethics; philosophical

foundations. Pursuit of this option results in the achievement of a certificate, there being four levels of certification.

The second option is comprised of two years of study and work practice at Nova Scotia Teacher's College and Child Development Services Froebels Early Childhood Institute. The practicum component involves 2 practica total 45 days spread out over 2 semesters, in a variety of approved day care centres and other child care facilities. Course content includes: foundations of Early Childhood Education; Issues in Child Care; Observation and assessment; child development; setting up a centre; programming (including literature, math, science, social studies, art, music, movement); managing/guiding behaviour; the family; health /safety/nutrition; infant and toddler care; special needs; computers; reading/writing/research; community liaison, French. They claim that their two year ECE program parallels the OCAAT ECE.

Mount Saint Vincent and Child Development Services

Program: Child Development Services Early Childhood Education
Diploma: Bachelor of Child Study
Course Length: 4 years

Note, as well, that Child Development Services offers the option of a Bachelor's Degree in Child Study. It is the same program that is offered at Mount Saint Vincent University. Both programs are of a four year duration, and require Grade 12 education or mature student status for admission. Content covered over the four years includes: the history of European and North American childhood; psychology; sociology; literature for children; nutrition; methods; play and development; child development (psychology, physiology, cognitive, language); the family; programming; research methods. In addition, there are four practica (for a minimum of 400 hours). The final year involves specialization in either developmental disabilities, program development, teaching young children, or special education.

New Brunswick

University of Moncton

Program: Early Childhood Teaching
Diploma:B.Ed. in early childhood teaching
Course Length: 4 years
Note: Program is offered in French

The Universite de Moncton offers a 4 year B.Ed. in early childhood teaching. It includes several placements in a variety of settings. Content areas specifically related to Early Childhood Education include, special needs, introduction to

education, oral and written language, music/art, language development, program planning and evaluation, methods, child development, communication, guiding behaviour. As well, there are a number of optional course to choose from. In addition, there are two placements, although the length of time is not specified.

University of New Brunswick has a program offered from the Faculty of Education of four years duration, leading to a B.Ed. However it trains students to work in elementary schools, not centres. No further information is available.

Newfoundland

Cabot and Fisher Institute of Applied Arts and Technology

Program: Early Childhood Education
Diploma: Diploma of Applied Arts in Early Childhood Education
Course Length: 2 years

Cabot and **Fisher Institutes of Applied Arts and Technology** offer identical two year programs, developed with the assistance of an external advisory committee. Early Childhood Education is comprised of specialized ECE training (principles, development, programming, supervision plus creative activities, health and nutrition), field placements, and general education (i.e., communications, budgeting, psychology, and community resources). Upon completion of the program the student receives a Diploma of Applied Arts in Early Childhood Education. The program also entails 420 hours of field placement. Admission to the programs requires a Provincial High School Graduation Certificate.

Memorial University
Memorial University offers a Graduate degree in Curriculum and Instruction. It leads to a Master's of Education in Curriculum and Instruction. The student must hold an undergraduate degree from a recognized institution, and usually two years of teaching experience. The program, offered on a full or part time basis requires the completion of 8 courses and a thesis, and lasts minimally 14 months. Required courses are: research design and statistical analysis; curriculum development, and the rest are chosen in cooperation with a supervisor.

PEI

Holland College

Program: Early Childhood Education
Diploma: Early Childhood Educator Level 2
Course Length: 2 years

Holland College offers a two year program including practica. It is competency based and includes lecture type courses, study groups, individual research, study and placements. Prerequisites to the program include completion of Grade 12. The practicum component consists of an initial one day per week placement in a licensed child care program, followed by a 10 week full-time placement, and in the second year half the student's time is spent at the child study centre located on-site. Content areas covered are communication, assessment and recording of children, program evaluation, special needs, administration, ethics, fundamentals of Early Childhood Education, child development, programming, health and nutrition, the family, guiding children's behaviour.

Northwest Territories

Program: Early Childhood Education
Diploma: Diploma in Early Childhood Education
Course Length: 2 years
Note: There is also a one year program that leads to a certificate in ECE; this is not to be considered equivalent.

Arctic College offers a two year program that meets all the requirements of the Northwest Territory Child Care Act. It combines theory with practice. Content areas include child development, health/safety/nutrition, methods, interpersonal communication, language/literature/storytelling, foundations of Early Childhood Education, developing and managing centres, psychology, art/music, special needs, sociology. In addition, there are four field placements, although the length of time in each is not specified. Entrance requirements to the program include a high school diploma, or mature student status.

Yukon

Yukon College

Program: Early Childhood Development Program
Diploma: Diploma in Early Childhood Development
Course Length: 2 years

Yukon College, affiliated with Grant MacEwan College in Alberta

offers a two year program of lecture and placement. Admission to the program is dependent on either being of mature student status, or having Grade 12 or equivalent. Applicants are also interviewed. Course content is the same as for Grant MacEwan Community College (see Alberta below).

Manitoba

University of Manitoba:

Program: Human Ecology in Family Studies
Diploma: B.A. in Human Ecology
Course Length: 4 years
Note: There is also a Master of Science in Family Studies with a concentration in early childhood. The length of the program is not known.

University of Manitoba offers both a BA of Human Ecology in Family Studies and a Master's of Science in Family Studies, with a concentration in early childhood. It is not clear whether the program involves a practicum component. The Bachelor's degree is a four year program. Content areas that appear to be most relevant to early childhood education include: psychology, sociology, nutrition, human development, family studies, research methods, communication.

College Universitaire de Saint Boniface

Program: Child Care Diploma Program
Diploma: Diplome d'Animation en Garderie (Diploma in Child Care)
Course Length: 2 years
Note: Program is offered in French

College Universitaire de Saint Boniface also conforms to provincial standards and offers a combination of theory and practice. The program, resulting in a Diploma, covers safety/health /nutrition, planning, child development (physical, intellectual, social, emotional), special needs, family relations, professional ethics, community liaison, setting up a centre, foundation of Early Childhood Education, communications. As well, there are 5 placement periods, totalling 15 weeks. Admission requirements are either grade 12 or equivalent, or mature student status.

Assiniboine Community College, Keewatin Community College, Red River Community College

Program: Child Care Services
Diploma: Diploma in Child Care Services
Course Length: 2 years

Assiniboine Community College requires a Grade 12 education or equivalent for admission. It demands the completion of 6 practica, totalling approximately 507 hours. Course content areas covered are: foundations of Early Childhood Education, child development, guiding children's behaviour, health/nutrition/safety, behaviour development, observation and assessment, literature/music/social studies/art, planning, child abuse, communication, family studies, techniques, multicultural issues, setting up, community liaison, special needs.

Keewatin Community College is a two year competency based training program. Entrance requirements entail either having a Grade 12 education or the equivalent, or mature student status. Similar to Assiniboine there are 6 practica spread throughout the two years. It is not clear, however, whether the program results in a diploma. Content areas covered are essentially the same as those listed above for Assiniboine.

Red River Community College

The child care course described above for Assiniboine College was originally developed by Red River College. See above for details.

Manitoba Education

Diploma: CCWII or CCWIII

Manitoba Education and Community Services also offer competency based assessments. That is, one can be classified at the CCWII level without having taken any specific early childhood training, if one is perceived as functioning effectively. CCWIII classification can only be attained through formal education, however.

Saskatchewan

Saskatchewan Institute of Applied Science and Technology: Kelsey

Program: Early Childhood Development
Diploma: Diploma in Early Childhood Development
Course Length: 76 weeks

The Kelsey campus offers a 76 week program that results in a diploma. It requires a Grade 12 education for admission. It includes two practica, totalling 26 weeks. Content areas covered in courses are: psychology, sociology, child development, health/safety/nutrition, communication, programming, guide and

care of children, music/literature/recreation skills, assessment, community liaison, group care for infants, school age child care, family, administration, bookkeeping, special needs, behaviour management.

SIAST- Woodland Campus

Program: Early Childhood Development
Diploma: Diploma in Early Childhood Development
Course Length: 80 weeks

This program is competency based and offers a diploma in Early Childhood Development upon completion. There is an open admission policy, thus Grade 12 education is recommended but not required. The program is of approximately 80 weeks duration, but inevitably depends on the pace with which the student works. The content areas of which the graduate is supposed to be knowledgeable correspond to those taught traditionally at Kelsey Campus.

Alberta

Grant MacEwan

Program: Early Childhood Development
Diploma: Diploma in Early Childhood Development
Course Length: 2 years
Note: One can take an additional year and get a diploma in Early Childhood Administration Program.

Grant MacEwan offers 2 two year programs: one in ECE Development and one for the training of Child Care Workers. The ECE Development program is more relevant and contains both practica (4) and theory. Entrance requirements are high school graduation or mature student status. Basic content areas include foundations of early childhood; special needs; the family; communications, child development; arts; science.

Red Deer

Program: Early Childhood Development
Diploma: Diploma in Early Childhood Development
Course Length: 2 year

Red Deer also offers a two year program. The first year of the program leads to a Certificate. To be eligible for the program, one must have completed high school or have mature student status. Entrance requirements to the diploma program involve having completed the first year certificate program at Red Deer

or an equivalent institution. Content areas for the entire two years focus on child development, interpersonal relations, communication, special needs, family studies, and skills (e.g., arts, music, drama, storytelling, language arts). In addition, there are four placement periods for a total of 90 weeks. No details are provided regarding types of settings or age of children.

Grand Prairie

Program: Early Childhood Development
Diploma: Diploma in Early Childhood Development
Course Length: 2 years

Grand Prairie Regional College also offers a two year program, of which almost half is made up of practica. Admission is contingent on having completed high school or alternately having mature student status. Content areas covered include child development, health/nutrition/safety, programming (including infants), family relations, special needs, foundation n of ECE, As well, there are four practica of an unspecified number of hours.

Mount Royal College

Program: Early Childhood Education and Development
Diploma: Diploma in Early Childhood Education and Development.
Course Length: 2 years

Mount Royal College, Calgary's community college offers a two year program, combining theory and field placements. Entrance to the program requires either a high school diploma or being older than 18. Prior to acceptance in the program applicants are required to spend a full work week either employed or as a volunteer in a preschool setting. Content areas covered include the history of Early Childhood Education, programming and planning methods, child development (including infants, play), psychology, sociology, the family, group care and the education of infants and toddlers, health/nutrition, special needs. IN terms of field placement time, it is at minimum 600 hours.

University of Alberta
No information is available.

University of Calgary. The 4 year program focuses on the education of teachers from Kindergarten to Grade 3. Students receive Alberta Teaching Certificates upon completion of the degree. There is no specific attention to child care except in acquainting students with the programs available to children from the ages of infancy to 8. Courses cover curriculum and

instruction; educational administration; educational foundations; educational psychology, and liberal studies. Students must also pick a major. There is, as well, a practicum component. Admission requirements include the successful completion of one year of university. There is also a program for holders of approved degrees

British Columbia

North Island, Okanagan, Camosun, Fraser Valley, Northwest Community College, Douglas College, College of New Caledonia, Capilano, Northern Lights* Kwantlen*, East Kootenay*, Selkirk*, Malespina*

Program: Early Childhood Education (At Malespina it is called Early Childhood Education and Care.)
Diploma: ECE certificate at basic level (10 months); ECE Specialization Certificate (Post-basic)
Course Length: 10 months for an ECE certificate at the Basic level, an additional 10 months for Post Basic Training as a Special Needs Supervisor or an Under three Supervisor.

The community colleges in British Columbia that conform to the standards set by the Provincial Child Care Facilities Licensing Board are all 10 months in duration. All these programs are based on a provincial curriculum developed by the Ministry of Education and constitute the minimum standard for educating adults to work with young children. These programs, coupled with an additional 500 hours of experience, entitle one to become an Early Childhood Educator. However, most allow post basic training (Level II) of an additional 10 months which entitles one to be an "Under three Supervisor" or a "Special Needs Supervisor".

The community colleges that appear to adhere to the same curricula and procedures include: North Island, Okanagan, Camosun, Fraser Valley, Northwest Community College, Douglas College, College of New Caledonia, Capilano, Northern Lights* Kwantlen*, East Kootenay*, Selkirk*, Malespina*. Note that programs marked by an asterisk do not offer Level II/Post Basic programs. Generally, these programs all require high school education for admission (with the exceptions of Douglas College and East Kootenay) and lead to an ECE certificate at the basic level, or a Diploma in Early Childhood Education, or a provincially recognized ECE Specialization Certificate (infant/toddlers, Special Needs, program administration). They all appear to have between three and four practica, although details are not available about the ages of the children

encountered on these placements nor about the settings. Placement hours vary between 315 and 720 for the Level I certificate, however, it should be noted that placement hours often had to be estimated from limited information and should be considered only as a rough guideline. Further, in the Level I program, compulsory course hours were estimated to vary between 470 and 880 hours, in total. Again, note that estimates were based on the assumption of a 13 week semester, and a 9 hour day.

Generally, content areas included in these programs includes: child growth and development; guiding and caring for children, programming, working with children; interpersonal skills to work with parents, teachers, and community; communications, health/nutrition, foundations/history in Early Childhood Education, first aid, demonstration/observation.

Post basic training involves a focus on courses in the individual's area of concentration: special needs; infant/toddlers/ administration. (Note that not all colleges appear to offer post basic specialization in program administration).

Northwest Baptist Theological College

Program: Preschool Instructors Training Program
Diploma: There is a Preschool Instructor's Certificate after one year which is not considered equivalent training. After the completion of 2 years there is an Associate of Religious Education which includes the Preschool Instructor's Certificate and Religious Education. After four years a Bachelor's of Religious Education is available.
Course Length: 2 years for A.R.E or 4 years for B.R.E

One 2 year program, slightly different than the others is available at Northwest Baptist Theological College. It offers a Preschool Instructors Training Program that prepares students to become B.C. government approved day care supervisors (with an additional 500 hours of preschool work), however it also has a religious education component. The courses equip the students with the competencies required by the Board. (Note that the same preschool program is also available within a Bachelor's of Religious Education of 4 years.

A second program has been proposed: the Early Childhood Education Program. It is not clear at this point whether it has, in fact been implemented to date. It too is based on the competencies developed by the Ministry of Education. Upon completion of an additional 500 hours of work experience, graduates are eligible to receive an Early Childhood Educator Certificate which enables

them to supervise a nursery school or day care centre for 3 - 5 year olds.

University College

Program: Montessori Early Education Program
Diploma: Diploma in Early Childhood Education and Montessori Method or Licentiate if already have a B.A.
Course Length: 10 months plus one semester

University College offers a Montessori Early Education program. It is recognized by the British Columbia Government. It actually offers more than do the community colleges, in that it includes an extra semester and offers a diploma instead of the 10 month certificate. The curriculum includes child growth and development, interpersonal relationships, health/nutrition/safety, program planning, ECE foundations, , practica, and specific Montessori course.

University of Victoria

Program: School of Child Care
Diploma: B.A. in Child and Youth Care
Course Length: 4 years

Admission to the University of Victoria's School of Child Care is reserved for those with 12 units of university credits, with courses in Psychology and English (3 units of each), and with a GPA of 3.00. The School of Child Care targets those already in the child care system. Courses are matched up to specifically address the PCCFLB's requirements. The program leads to a BA in Child in Youth Care and includes both core and elective courses. The content of core courses that compose the 4 year program are: an overview of child and youth care, theories related to children's/youths' behaviour, techniques of child management, communication and facilitation change, assessment and intervention, developmental psychology, writing and research, art/music/math/science/social studies, programming, foundations of ECE, psychology. Core courses amount approximately to 820 hours, and the practicum component comprises 234 hours.

Vancouver Community College
No information available.

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